

Managing Escalating Behaviors

Chain of Events:

Trigger---Agitation---Challenging/Questioning---Defiance/Arguing---
Noncompliance---Verbal/Physical Abuse---Peak Behavior---De-Escalation---Recovery

All involve interactions between 2 children, an adult and a child, or 2 adults: For each student behavior there is a corresponding teacher behavior!

TO BREAK THE CHAIN: THE TEACHER REFUSES TO TAKE A TURN IN THE INTERACTION!!

What to do at each step:

1. ***Before the trigger:*** when the child is in a cooperative, calm state, teach and practice the rules and routines. Focus on problem solving, social skills, and setting behavior goals with possible behavior contract.
 - Provide high rates of engagement.
 - Learn the child's triggers-recognize them and tune in before he becomes agitated.
 - Provide precorrection.
2. ***Triggers:*** unresolved conflicts with others, within routines, with task demands, or with frustration over errors.
 - Provide on the spot social skills instruction.
 - When a behavior begins, remind about replacement skills.
 - Pull student aside and discuss, offer support.
3. ***Agitation:*** the student exhibits an increase in behavior that is non-focused. She wants to engage you here. Off-task.
 - Give a behavior choice and disengage. You can do this because you have taught the expectations and you do not need to warn.
 - Refrain from displaying emotional reaction (may be what she is after!)
 - Behaviors you cannot ignore will happen during the testing period.
 - Provide time away, manipulate the environment.
 - Break down work expectations.
4. ***Acceleration phase:*** Arguing, testing, verbal abuse, intimidation, defiance, escape behaviors. The issue is SAFETY.
 - Use your CRISIS PLAN. Practice it with the children.
 - Give a choice and disengage—manage with time out or warning or evacuation.
 - Stay calm. Withdraw from interaction.
 - Give the student time.
5. ***Peak behavior:*** this is the most severe part of the outburst. Do not reason with the child at this time.
 - Evacuation—Follow your crisis plan

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6. **De-escalation:** The student is often tired and/or confused-may go to sleep. May attempt to reconcile, may blame others or justify behavior.

Will respond to concrete directions: Get a task going.

DO NOT give excess attention. The critical questions are:

What did you do?

What else could you have done?

What will you do next time?

Can you do that?

A think sheet walks you through these steps.

7. **Recovery:** when calm and successful, discuss the incident and inform of consequences---Hold Responsible!
Reinforce compliance, communicate the expectation that the child can be successful and can access help when needed (before the agitation phase).
Review the expectations, teach and practice.

REMEMBER: Look for triggers and intervene early in the chain by manipulating the situation to avoid escalation.

Teach replacement behaviors

Remain calm-recognize attempts to engage you.

It is just a behavior! A chance to teach.

It is not personal (know your buttons-they do first!)